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Ministry of Education
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The Ontario Curriculum
Grades 1-8

Language

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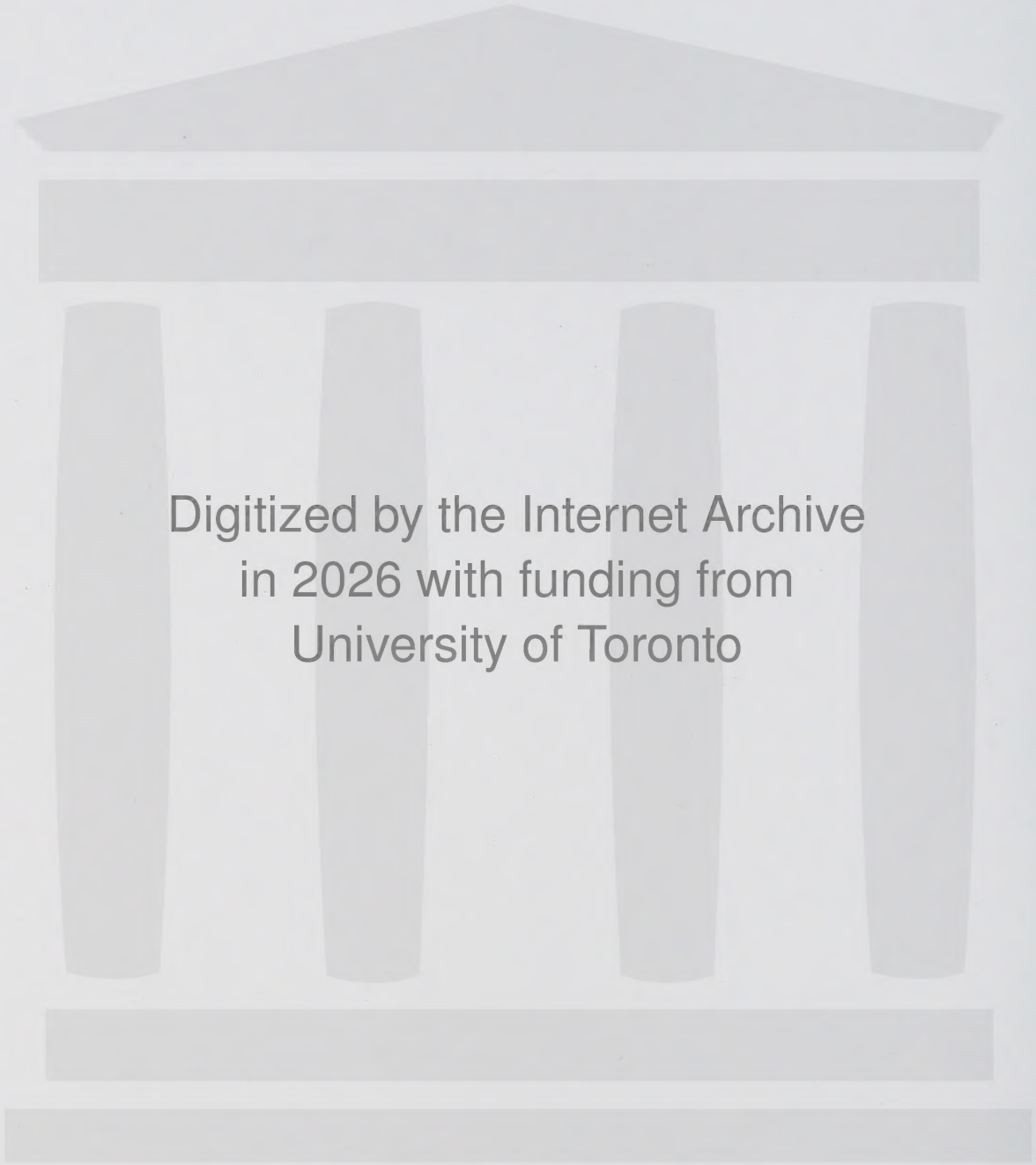

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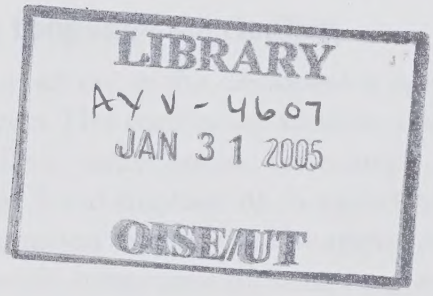

Une publication équivalente est disponible en français sous le titre suivant : *Le curriculum de l'Ontario, de la 1re à la 8e année – Français, 1997.*

This publication is available on the Ministry of Education and Training's World Wide Web site at http://www.edu.gov.on.ca

Introduction

Students in schools across Ontario require consistent, challenging programs that will capture their interest and prepare them for a lifetime of learning. They require knowledge and skills that will help them compete in a global economy and allow them to lead lives of integrity and satisfaction, both as citizens and individuals. *The Ontario Curriculum, Grades 1-8* outlines the knowledge, skills, and high standards of learning required to meet these goals.

The Purpose of *The Ontario Curriculum, Grades 1-8: Language, 1997*

The Ontario Curriculum, Grades 1-8: Language, 1997 has been developed to provide a rigorous and challenging curriculum for each grade from Grade 1 to Grade 8. The required knowledge and skills for each grade set high standards and identify what parents and the public can expect children to learn in the schools of Ontario.

This document replaces the sections of *The Common Curriculum: Policies and Outcomes, Grades 1-9, 1995* that relate to language. Beginning in September 1997, all language programs for Grades 1 to 8 will be based on the expectations outlined in this document.

New Features of the Language Curriculum

The language curriculum set out in this document is significantly more rigorous and demanding than previous curricula. This curriculum includes a broader range of knowledge and skills and introduces many skills in earlier grades. For example, development of paragraph writing is now introduced in Grade 3 and emphasis on independent proofreading for spelling, capitalization, grammar, and punctuation in Grade 4. The requirements for each grade in the section on writing now include specific subsections focusing on grammar, spelling, punctuation, and visual presentation, and, in the section on reading, skills such as phonics are identified. Specific uses of technology are incorporated, such as the use of CD-ROM dictionaries. Oral communication skills are described in greater detail, and specific skills of analysis and critical thought related to the media have been added. Teachers are also required to develop a reading program that challenges students to read and respond thoughtfully to works of classic and contemporary literature that are recognized for their quality and literary merit.

Where previous policy documents identified general outcomes for Grades 3, 6, and 9 only, *The Ontario Curriculum, Grades 1-8: Language, 1997* gives precise and detailed descriptions of the knowledge and skills required for each grade. The provision of detail will eliminate the need for school boards to write their own expectations, will ensure consistency in curriculum across the province, and will facilitate province-wide testing. Province-wide consistency will be helpful to students who change schools, and will help parents in all regions to have a clear understanding of their child's progress.

The Role of Parents

Studies show that students perform better in school if their parents are involved in their education. Parents therefore have an important role to play in supporting their child's learning. By reading the curriculum, parents can see what their children are learning in each grade and why they are learning it. This awareness will enable parents to communicate with teachers, to offer useful information, and to ask relevant questions about their child's progress. Knowledge of the expectations in various subjects will also help them interpret their child's report card and work with the teacher to improve the student's learning. Participating in parent conferences, working on the school council, and providing encouragement at home for completing assignments are just three of the many ways parents can express their interest in their child's education.

Note: It is strongly recommended that parents read through the expectations for all the grades rather than just the particular grade their child is in. The requirements for each grade should be seen in the context of the overall process of building language knowledge and skills from grade to grade.

The Role of Teachers and Students

Teachers and students have complementary responsibilities. Teachers are responsible for developing a range of instructional strategies based on sound learning theory. They need to address different student needs and bring enthusiasm and a variety of teaching approaches to the classroom. Good teachers know that they must persevere and make every reasonable attempt to ensure sound learning for every student.

Students also have responsibilities, which increase as they advance through elementary and secondary school. Good students have learned that attention and a willingness to work hard will enable them to develop the skills, knowledge, creativity, and personal qualities that good programs can foster. Some young people face extra challenges and may be growing up in environments that provide little or no support. For these students, taking responsibility for learning may be more difficult, and the patience and encouragement of sensitive teachers may be an extremely important factor for success. Nonetheless, learning to take responsibility for one's progress and learning is an important part of education for every student.

Curriculum Expectations and Achievement Levels

The Ontario Curriculum, Grades 1-8: Language, 1997 has two elements: expectations and achievement levels. The expectations identified for each grade describe the knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed. Teachers will use their professional judgement in deciding which instructional methods will best foster the learning described in the expectations. They will base their decisions on the needs of students, the resources available, and the recognition that good teaching should build strong personal values and positive attitudes both towards the subject under study and towards learning in general. High achievement is the goal for all students, and teachers, students, and parents are expected to work together to help students meet the expectations specified.

The achievement levels are brief descriptions of four possible levels of student achievement. These descriptions, which are used along with more traditional indicators like letter grades and percentage marks, are among a number of tools that teachers will use to assess students' learning. The achievement levels for language focus on four categories of skills: reasoning

skills, communication skills, organizational skills, and skills related to the application of language conventions (spelling, grammar, punctuation, and style). When teachers use the achievement levels in reporting to parents and speaking with students, they can discuss what is required of students to achieve the expectations set for their grade. Levels 1 and 2 identify achievement that falls below the expectations specified for a given grade; level 3, achievement that meets the expectations and that is considered to be the standard; and level 4, achievement that surpasses the expectations. For example, a student who is currently able to organize ideas in written work only in simple contexts and with the assistance of the teacher would be described as achieving at level 1 in the category of organizational skills. A reasonable goal for improvement for that student in this category would be to attain level 2 or 3 by improving the ability to develop ideas logically in written work and to do so without assistance.

Strands in the Language Curriculum

The language expectations are organized into three *strands*, which correspond to the three main areas of language use. The three strands are: Writing; Reading; and Oral and Visual Communication. All the knowledge and skills outlined in the expectations for the language program are mandatory. The program in all grades is designed to develop a range of essential skills in reading, writing, and oral language, including a solid foundation in spelling and grammar; an appreciation of literature and the ability to respond to it; and skills in using oral language accurately and effectively. Students will also learn to use critical and analytical skills to respond to communications media, and will develop skills in using technology to search for and share information.

The Importance of Language

Language is central to students' intellectual, social, and emotional growth, and must be seen as a key element of the curriculum. Parents, students, and teachers need to understand that language is a crucial tool for learning in all areas. Whether they are studying literature or history, or learning science, students need fundamental language skills to understand information and express their ideas. Through language learning, students acquire skills that are essential in the workplace; for example, they learn to analyse ideas and information and to communicate them clearly, both orally and in writing. Through a study of literature, they come to understand other people and themselves and to appreciate the power of words and the many different uses of language. By examining media productions, they develop the ability to understand and interpret a range of media messages.

When students learn to use language in the elementary grades, they do more than master the basic skills. They learn to express feelings and opinions, and, as they mature, to support their opinions with sound arguments and research. They become aware of the many purposes for which language is used and the diversity of forms it can take to appropriately serve these purposes and a variety of audiences. They learn to use the language and forms appropriate for different formal and informal situations – for example, the formal language of debate, the figurative language of poetry, the technical language and formal structures used in report writing. In sum, they experience the expressive and communicative power of language and come to appreciate language as both a source of pleasure and an important medium for recording and communicating ideas and information.

The Writing Process and Language Conventions

The writing process, or the process used to produce a polished piece of writing, involves a number of stages and tasks. Some stages, such as the initial stage in which ideas for writing are considered and explored, are similar for all grades. However, other tasks, such as constructing a plan, are much more complex in Grades 7 and 8 than in Grades 1 and 2. The writing process begins with the following four stages: generating and considering ideas; choosing a topic; developing a plan for writing; and writing a first draft. At this point, the teacher and student must decide whether the first draft is promising enough to be developed into a finished product. If the decision is made to continue, three more stages follow: discussing the presentation and organization of ideas and revising to improve these, using the feedback received; editing for accuracy in spelling, grammar, and punctuation; and enhancing the message conveyed as well as the appearance of the text by such means as headings and illustrations. Parents can expect all students to complete a significant volume of work to the final stage (known as the *publishing stage*), where accuracy is essential and the ability to edit independently is developed.

Planning Student Programs

In planning language programs, teachers should aim to help students acquire varied and correct language through instruction combined with interesting and purposeful activities in reading, writing, and the use of oral language. Because the various language functions are interdependent, teachers will plan activities that blend material from the different strands. Students will talk about a topic before writing about it, for example, or listen to presentations to supplement their reading, or examine media materials before developing speeches or debates. Teachers will also emphasize the importance of language skills in the course of instruction in other subjects. In a well-developed program, teachers of all subjects help students acquire language skills. Teachers will therefore plan programs that will enable students to broaden their knowledge and skills by combining the study of language with the study of other subjects.

Teachers will pay particular attention to skills that are needed in the workplace, such as the ability to grasp ideas and information conveyed through print materials and the ability to produce clear, error-free written work. They will provide instruction and practice in reading for comprehension. They will also teach essential and specific aspects of grammar, spelling, and punctuation, making sure to include the skills identified for each grade. Teachers will make clear to students that these skills are learned because they make clarity and precision in writing possible, and that applying these skills should be a major concern in editing their writing.

Teachers will also emphasize effective communication. They will provide language activities that stress communication, such as reading and discussing each other's stories or essays, writing letters to real people, producing class newspapers, and interviewing members of the community. They will encourage communication within the classroom by providing opportunities for students to interact with one another individually, as well as through small- and large-group assignments.

Reading activities should be designed to help students become receptive to new ideas. Choosing appropriate literature is an important part of the teacher's role. Teachers will assign reading that challenges students and introduces them to recognized writers from our own and previous eras. They will also assist students in making interesting choices for their own reading.

Finally, teachers will help students – particularly students in Grades 7 and 8 – understand that language skills are *employability skills* that are important in many careers. They will encourage students to identify and learn about specific careers that require strong language skills.

Note: It is essential for teachers to read through the expectations for all the grades rather than just the grade they are teaching. The specific expectations for each grade should be seen in the context of the overall process of building language knowledge and skills from grade to grade.

English as a Second Language (ESL)

ESL students are apprentice learners of English. They are often unable to demonstrate their true competence in other subjects because they lack the necessary language skills to understand the lessons or produce written or oral work. They need to be given time to develop their skills in English before their achievement can be assessed by the criteria used for other students. The role of the school is to assist such students to acquire the English skills that will allow them to participate in learning activities on an equal footing with their peers, and to meet the specified expectations. Many schools will require special programs and other forms of support for students at various stages of language learning. Teachers in all grades will need to work out ways in which they can adjust their programs and assessment methods to provide the appropriate combination of support and challenge for these students.

Language for Exceptional Students

The Ontario Curriculum, Grades 1-8: Language, 1997 is intended for all students, including exceptional students. Students who have been identified as exceptional by an Identification, Placement, and Review Committee may have their program adapted. Parents will discuss appropriate adaptations with school staff, and make sure that they understand how these adaptations affect the assessment and evaluation of the student's work.

Some exceptional students may need to be given the opportunity to participate in special programs that will help them achieve at the highest possible level. Current legislation applies to this curriculum and may affect both those students who have not reached the expectations for the grade and those who have exceeded them.

Achievement Levels

The chart that follows identifies four categories of skills in language – reasoning skills, communication skills, organizational skills, and skills related to the application of language conventions. A student will be assessed on how well he or she reasons, communicates, organizes ideas, and applies language conventions. For each of these categories, there are four levels of achievement. These levels contain brief descriptions of degrees of achievement on which teachers will base their assessment of students' work.

The descriptions in the achievement levels are meant to be used to assess each student's achievement of the expectations outlined in this document *in each grade and strand*. Teachers should use the descriptions to identify the level at which a student has achieved a particular expectation, or a group of expectations, in the appropriate category of skills. For example, one of the expectations in Writing for Grade 3 is that students will "organize information into short paragraphs that contain a main idea and related details". If the student does this "inconsistently and with limited understanding", the student's achievement of that expectation would be at level 1 in the category of reasoning.

Level 3 identifies the characteristics of student achievement that represent the expected level of achievement, which is considered to be the standard for each grade. A student's work at level 3 in language in any grade may be described in general terms as follows:

> The student is able to work independently. He or she reasons consistently, with general understanding, and can explain ideas of some complexity. The student uses a variety of forms and communicates clearly and precisely for specific purposes. The student organizes his or her work in an appropriate and logical way. The student uses most of the language conventions studied, and makes only a few minor errors and/or omissions.

Although the chart is intended to be used mainly for assessing student achievement, teachers may wish to use it for other related purposes; for example, they could use it as a guide when collecting samples of student work to show parents what work at different levels is like.

Achievement Levels: Language, Grades 1-8

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
Reasoning	**The student reasons:**			
	– with assistance	– with limited assistance	– independently	– independently
	– using a few simple ideas	– using a variety of simple and related ideas	– using ideas of some complexity	– using complex ideas
	– inconsistently and with limited understanding	– consistently and with limited understanding	– consistently and with general understanding	– consistently and with thorough understanding
Communication	**The student communicates:**			
	– with assistance	– independently	– independently	– independently
	– unclearly	– with some clarity and some precision	– clearly and precisely	– clearly, precisely, and confidently
	– for a limited range of simple purposes	– for a variety of simple purposes	– for specific purposes	– for a wide variety of purposes and in a wide variety of contexts
	– with a limited range of simple forms	– with several different forms	– with a variety of forms	– with a wide range of complex forms
Organization of ideas	**The student organizes:**			
	– with assistance	– independently	– independently	– independently
	– incompletely	– in a mechanical and sequential way	– appropriately and logically	– appropriately and in complex and logical ways
	– for a limited range of simple purposes	– for a variety of simple purposes	– for specific purposes	– for a wide variety of purposes and in a wide variety of contexts
Application of language conventions (spelling, grammar, punctuation, and style)	**The student applies conventions:**			
	– with assistance	– with limited assistance	– independently	– independently
	– using a few of the conventions studied	– using at least half of the conventions studied	– using most of the conventions studied	– using all the conventions studied, in a wide variety of contexts
	– with several major errors and/or omissions	– with several minor errors and/or omissions	– with a few minor errors and/or omissions	– with practically no minor errors and/or omissions

Writing

Approach to Writing

The new Ontario curriculum emphasizes the basic skills related to the conventions of written language – grammar, spelling, punctuation, and the common conventions of style, form, and presentation. These skills are considered essential because they must be mastered if students are to produce writing that is clear and precise and that communicates with ease. At the same time, it is important to recognize that these basic skills support and complement the broader skills and aptitudes essential for effective communication: the ability to think clearly and creatively and to order ideas in a logical and disciplined manner. Therefore, while there will doubtless be occasions when teachers will find it necessary and even desirable to focus a lesson on some aspect of grammar or spelling, the basic conventions should be taught as much as possible through use and application in purposeful contexts. Writing activities that students see as meaningful and that challenge them to think creatively about topics and concerns of interest to them will lead to a fuller and more lasting mastery of the basic skills. Equally important, writing activities in which students are involved as creative learners and thinkers will demonstrate to them that clear writing is the result of clear thinking and the disciplined application of the conventions of writing.

There are other reasons for developing students' writing skills through meaningful, creative activities besides the obvious one that students learn best when they are encouraged to think as they learn. Writing that is clear, correct, and precise is only part of our goal for students. We also want to give them the best possible opportunities for producing writing that is interesting and original and that reflects their capacity for independent critical thought. Writing activities that encourage students to think about things that matter to them in interesting new ways and to express these thoughts in a focused manner will provide these opportunities.

In the sections that follow, which describe expectations in writing for Grades 1 to 8, some repetition has been necessary to reflect the progressive nature of skills development. Expectations dealing with skills that continue to be of major importance as students progress from grade to grade are repeated for all relevant grades, and progression is indicated by means of increasingly complex examples of writing tasks. Some of the expectations for the higher grades combine skills that are introduced separately in the lower grades, thus creating skills and applications of increasing complexity. It should also be noted that all the skills described in these expectations continue to be developed and refined as students move on through the grades, whether or not they are repeated.

The Writing Process

Writing is a complex process that involves a range of skills and tasks. Although writing is often used to clarify and express personal thoughts and feelings, it is used primarily to communicate with others. Students need to become disciplined thinkers in order to communicate their ideas clearly and effectively. They need to learn to select and organize their ideas, keeping in mind the purpose for which they are writing and the audience they are addressing. They also need to learn to use standard written forms and other conventions of language.

Writing competence develops along with skills in other areas of language, especially reading. As students read a variety of written texts, they increase and gain command over their vocabulary, and learn to vary their sentence structure, organizational approach, and voice. To become good writers who are able to communicate ideas with ease and clarity, students need frequent opportunities to write for various purposes and audiences, and to master the skills involved in the various tasks of the writing process. These tasks are outlined below.

Students in Grades 1 to 8 will:

- through discussion and brainstorming, generate ideas for writing;
- select a topic and determine the purpose for writing and the audience to be addressed;
- draw up a writing plan (e.g., outline, diagram, story map);
- write an initial draft;
- decide whether the piece of writing is promising enough to be developed further and revised for "publishing" through the subsequent steps in the writing process;
- discuss and revise the first draft to clarify ideas and improve their organization;
- edit to improve writing style and to correct errors in grammar, spelling, and punctuation;
- use their knowledge of the visual elements of published texts to enhance their work (e.g., margins, headings, graphics, photographs).

Writing: Grade 1

Overall Expectations

By the end of Grade 1, students will:

- communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a letter to a friend describing a new pet);
- organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: *We went to see the dog. I liked him very much. We took him home on the bus*);
- write simple sentences using proper punctuation (i.e., periods);
- produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);
- use some materials from other media (e.g., computer clip-art) to enhance their writing;
- begin to revise written work, with the assistance of the teacher;
- use and spell correctly the vocabulary appropriate for this grade level;
- use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

Expectations in Specific Areas

The skills and knowledge inherent in the expectations outlined below are essential for producing writing that communicates effectively. They should be developed, as much as possible, in the context of writing activities that are meaningful and creative and that allow students to develop the thinking skills that underlie clear and effective writing.

By the end of Grade 1, students will:

Grammar

- write simple but complete sentences;
- correctly form the plural of single-syllable words (e.g., *ball/balls, dog/dogs*);

Punctuation

- use a period at the end of a statement;
- use a comma after a salutation in a letter or note (e.g., *Dear Mom,*);

Spelling

- correctly spell words identified by the teacher (on charts/lists posted in the room and on individual word lists);
- use phonics to spell unfamiliar words;
- use capitals to begin sentences and to differentiate certain words (the pronoun *I*, names, days of the week, and months);

Word Use and Vocabulary Building

- use words from their oral vocabulary as well as less familiar words from class-displayed word lists;

Visual Presentation

- print legibly (capitals and small letters);
- leave spaces between words.

Writing: Grade 2

Overall Expectations

By the end of Grade 2, students will:

- communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a paragraph describing a trip to the farm for classmates);
- organize ideas in a logical sequence (e.g., write stories that have a beginning, middle, and end);
- begin to write more elaborate sentences by using adjectives and adverbs;
- produce short pieces of writing using simple forms (e.g., narratives and poems based on familiar models);
- use some materials from other media (e.g., collage) to enhance their writing;
- revise and edit written work, focusing on specific features (e.g., sequence of ideas), with assistance from the teacher;
- use and spell correctly the vocabulary appropriate for this grade level;
- use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

Expectations in Specific Areas

The skills and knowledge inherent in the expectations outlined below are essential for producing writing that communicates effectively. They should be developed, as much as possible, in the context of writing activities that are meaningful and creative and that allow students to develop the thinking skills that underlie clear and effective writing.

By the end of Grade 2, students will:

Grammar

- identify nouns as words that name people, places, and things;
- use connecting words to link simple sentences;
- use a variety of sentence types (e.g., questions, statements, exclamations);
- use adjectives appropriately for description;
- use the negative correctly (e.g., *I will not do that/I cannot do that/He does not do that*);

Punctuation

- use question marks appropriately;
- use capital letters for proper nouns (e.g., holidays, place names, titles);
- use a comma correctly to separate items in a list, in dates, and in addresses;

Spelling

- correctly spell words identified by the teacher;
- use phonics to spell more difficult words (e.g., words of more than one syllable, words ending in *ing*);
- use *es* to form the plural of certain words (e.g., *radishes*);
- begin to use resources (e.g., personal dictionary, classroom-displayed vocabulary) to confirm spelling;

Word Use and Vocabulary Building

- use words from their oral vocabulary, personal word lists, and class lists compiled through brainstorming;

Visual Presentation

- use titles to summarize content;
- use words and pictures to create a message;
- use underlining, colour, size of print for emphasis;
- print legibly;
- use margins and spacing appropriately.

Writing: Grade 3

Overall Expectations

By the end of Grade 3, students will:

- communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event);
- write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., journal notes);
- organize information into short paragraphs that contain a main idea and related details;
- begin to use compound sentences and use sentences of varying length;
- produce pieces of writing using a variety of forms (e.g., simple research reports, letters, stories, poems);
- use materials from other media (e.g., sketches) to enhance their writing;
- revise and edit their work, using feedback from the teacher and their peers;
- proofread and correct their final drafts;
- use and spell correctly the vocabulary appropriate for this grade level;
- use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

Expectations in Specific Areas

The skills and knowledge inherent in the expectations outlined below are essential for producing writing that communicates effectively. They should be developed, as much as possible, in the context of writing activities that are meaningful and creative and that allow students to develop the thinking skills that underlie clear and effective writing.

By the end of Grade 3, students will:

Grammar

- use correct subject-verb agreement;
- correctly use nouns, verbs, adjectives, and adverbs;
- use irregular plurals correctly (e.g., *deer, loaves, children*);

Punctuation

- use the apostrophe in common contractions (e.g., *can't, I'll*);
- use exclamation marks appropriately;

Spelling

- use phonics and memorized spelling rules (e.g., some verbs ending with a consonant double the consonant before *ed* or *ing*: *stop/stopped, signal/signalling*) to increase accuracy in spelling;
- use a variety of sources (e.g., dictionary, word lists, computer) to check the spelling of unfamiliar words;
- use abbreviations to spell frequently used words (e.g., *Mister/Mr.*);
- divide words into syllables;

Word Use and Vocabulary Building

- use common prefixes and suffixes;
- use compound words;
- introduce new words from their reading into their writing;
- choose words that are most appropriate for their purpose (e.g., to express a feeling);
- use a dictionary to expand vocabulary;

Visual Presentation

- accurately use titles and subheadings as organizers;
- use visual material to reinforce a message (e.g., a photograph of an object they are describing);
- select and correctly use the format suited to their purpose for writing (e.g., letter, e-mail, chart);
- print legibly and begin to use cursive writing.

Writing: Grade 4

Overall Expectations

By the end of Grade 4, students will:

- communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates);
- begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information);
- organize and develop ideas using paragraphs (e.g., to tell a story);
- use simple and compound sentences and vary their sentence structure;
- produce pieces of writing using a variety of specific forms (e.g., humorous story) and materials from other media (e.g., photo sequence) to enhance their writing;
- produce media texts using writing and materials from other media (e.g., a cartoon);
- revise and edit their work, using feedback from the teacher and their peers;
- proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;
- use and spell correctly the vocabulary appropriate for this grade level;
- use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

Expectations in Specific Areas

The skills and knowledge inherent in the expectations outlined below are essential for producing writing that communicates effectively. They should be developed, as much as possible, in the context of writing activities that are meaningful and creative and that allow students to develop the thinking skills that underlie clear and effective writing.

By the end of Grade 4, students will:

Grammar

- use verb tenses correctly and appropriately (e.g., simple past, present, and future);
- identify various parts of speech (e.g., verbs, adjectives, adverbs);
- write simple and compound sentences;
- use a variety of sentence types correctly and appropriately (e.g., questions, exclamations);
- use connecting words (e.g., *also*, *finally*, *after*, *but*) correctly to link ideas in a paragraph;

Punctuation

- use the apostrophe to indicate possession;
- use quotation marks for direct speech;

Spelling

- use phonics and knowledge of word structure and meaning to spell words correctly;
- use a dictionary and thesaurus to confirm spelling;

Word Use and Vocabulary Building

- introduce vocabulary from other subject areas into their writing;
- use synonyms and antonyms;
- choose words that are most effective for their purpose (e.g., to describe vividly);
- use a dictionary and thesaurus to expand vocabulary;

Visual Presentation

- use proper form for paragraphs (e.g., indentation, spacing, margins);
- label and use pictures and diagrams appropriately;
- print legibly and use cursive writing.

Writing: Grade 5

Overall Expectations

By the end of Grade 5, students will:

- communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);
- use writing for various purposes and in a range of contexts, including school work (e.g., to summarize information from materials they have read, to reflect on their thoughts, feelings, and imaginings);
- organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;
- use simple, compound, and complex sentences;
- produce pieces of writing using a variety of forms (e.g., stories, poems, reports), narrative techniques (e.g., first- and third-person points of view, dialogue), and materials from other media (e.g., illustrations);
- produce media texts using writing and materials from other media (e.g., an advertisement for radio or television);
- revise and edit their work, seeking feedback from others and focusing on content, organization, and appropriateness of vocabulary for audience;
- proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;
- use and spell correctly the vocabulary appropriate for this grade level;
- use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

Expectations in Specific Areas

The skills and knowledge inherent in the expectations outlined below are essential for producing writing that communicates effectively. They should be developed, as much as possible, in the context of writing activities that are meaningful and creative and that allow students to develop the thinking skills that underlie clear and effective writing.

By the end of Grade 5, students will:

Grammar

- use phrases appropriately to clarify meaning (e.g., *For someone of her age, she plays the piano very well*);
- use noun-pronoun agreement correctly;

Punctuation

- use quotation marks for passages of dialogue;
- use correct punctuation in final drafts;

Spelling

- use phonics, the meaning and function of words, and some generalizations about spelling (e.g., many words for occupations end in *er* or *or*: *teacher, author*) to spell with accuracy;
- use the hyphen to divide words at the ends of lines and to spell compound words (e.g., *self-respect*) and fractions (e.g., *two-thirds*);

– use a variety of resources to confirm spelling (e.g., dictionary, CD-ROM);

Word Use and Vocabulary Building

– routinely introduce new words from their reading into their writing;
– use levels of language appropriate to their purpose (e.g., informal language to write a letter to a friend and formal language to invite a guest speaker to the school);
– select and use words to create specific effects (e.g., to create a mood);

Visual Presentation

– accurately use graphs and captions.

Writing: Grade 6

Overall Expectations

By the end of Grade 6, students will:

- communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
- use writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions);
- organize information to convey a central idea, using well-linked paragraphs;
- use a variety of sentence types (e.g., questions, statements) and sentence structures (e.g., complex sentences) appropriate for their purposes;
- produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);
- produce media texts using writing and materials from other media (e.g., create a web page publicizing a cycling club);
- revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;
- proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;
- use and spell correctly the vocabulary appropriate for this grade level;
- use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

Expectations in Specific Areas

The skills and knowledge inherent in the expectations outlined below are essential for producing writing that communicates effectively. They should be developed, as much as possible, in the context of writing activities that are meaningful and creative and that allow students to develop the thinking skills that underlie clear and effective writing.

By the end of Grade 6, students will:

Grammar

- use subordinate clauses correctly (e.g., *Because she worked very hard, she was successful*);
- use adjective and adverb phrases correctly and effectively;
- use the positive, comparative, and superlative forms of adjectives correctly (e.g., *good/better/best, short/shorter/shortest*);
- use verb tenses consistently throughout a piece of writing;

Punctuation

- use a colon before a list, between numbers in time, and after a greeting (e.g., *6:30 a.m.*, *Dear Sir/Madam:*);

Spelling

- apply generalizations about spelling to identify exceptions to spelling patterns (e.g., *i* before *e*);
- use a variety of resources (e.g., computer spell check) to confirm spelling of common exceptions to spelling patterns;

Word Use and Vocabulary Building

- select words and expressions to create specific effects (e.g., to distinguish speakers in dialogue);
- frequently introduce vocabulary from other subject areas into their writing;
- use homonyms correctly;

Visual Presentation

- accurately use appropriate organizers (e.g., table of contents, index);
- integrate media materials (e.g., computer graphics) into their writing to enhance their message.

Writing: Grade 7

Overall Expectations

By the end of Grade 7, students will:

- communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);
- use writing for various purposes and in a range of contexts, including school work (e.g., to make point-form notes from a text, to jot down personal impressions);
- organize information to develop a central idea, using well-linked and well-developed paragraphs;
- use a variety of sentence types and sentence structures, and sentences of varying length;
- produce pieces of writing using a variety of forms (e.g., descriptive, narrative, and expository compositions), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., diagrams, illustrations);
- produce media texts using writing and materials from other media (e.g., a poster inviting members of the community to a school play; a multi-media presentation on an assigned topic);
- revise and edit their work, focusing on content and elements of style (e.g., diction), independently and in collaboration with others;
- proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;
- use and spell correctly the vocabulary appropriate for this grade level;
- use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

Expectations in Specific Areas

The skills and knowledge inherent in the expectations outlined below are essential for producing writing that communicates effectively. They should be developed, as much as possible, in the context of writing activities that are meaningful and creative and that allow students to develop the thinking skills that underlie clear and effective writing.

By the end of Grade 7, students will:

Grammar

- identify and name major parts of the sentence (e.g., subject, object, predicate);
- use a variety of subordinate clauses correctly and appropriately for their purpose;
- use modifiers, including prepositional phrases, correctly and with increasing effectiveness;
- use a variety of sentence types (statements, exclamations, questions, commands) appropriately and effectively;

Punctuation

- use periods consistently after initials (e.g., *M.D.H.*), after abbreviations containing lower-case letters (e.g., *Feb.*), and in decimal numbers (e.g., *24.7*);
- use parentheses appropriately (e.g., *Gina (the one wearing the hat in the picture) is my friend's sister*);

Spelling

- spell a wide range of commonly used words correctly;
- identify some generalizations about spelling and use them to spell difficult unfamiliar words;
- use a variety of resources to spell difficult unfamiliar words;

Word Use and Vocabulary Building

- give evidence of an expanding vocabulary in their writing;
- show a growing awareness of the expressiveness of words in their word choice;

Visual Presentation

- use printing and cursive writing with increasing speed and control;
- use printing and cursive writing appropriately for the purpose (e.g., printing for labels on maps, cursive writing for essays and reports);
- use spreadsheets appropriately to convey specific types of information (e.g., data).

Writing: Grade 8

Overall Expectations

By the end of Grade 8, students will:

- communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);
- use writing for various purposes and in a range of contexts, including school work (e.g., to write technical instructions, to clarify personal concerns, to explore social issues, to develop imaginative abilities);
- organize information and ideas creatively as well as logically, using paragraph structures appropriate for their purpose (e.g., paragraphs structured to develop a comparison or establish a cause-and-effect relationship);
- use a wide variety of sentence types and sentence structures, with conscious attention to style;
- produce pieces of writing using a variety of specific forms (e.g., a script for a play), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., lighting effects);
- produce media texts using writing and materials from other media (e.g., a video documentary on an environmental issue);
- revise and edit their work, focusing on content and on more complex elements of style (e.g., imagery), independently or using feedback from others;
- proofread and correct their final drafts, focusing on grammar, spelling, punctuation, and conventions of style;
- use and spell correctly the vocabulary appropriate for this grade level;
- use correctly the conventions (grammar, spelling, punctuation, etc.) specified for this grade level (see below).

Expectations in Specific Areas

The skills and knowledge inherent in the expectations outlined below are essential for producing writing that communicates effectively. They should be developed, as much as possible, in the context of writing activities that are meaningful and creative and that allow students to develop the thinking skills that underlie clear and effective writing.

By the end of Grade 8, students will:

Grammar

- use case for pronouns correctly (e.g., *There is a deep bond between him and me/He and I went to the museum*);
- use more complex sentence structures correctly (e.g., sentences using connecting words such as *if, as, when, though*);

Punctuation

- use a period and commas accurately with quotation marks;
- use the comma to separate an introductory phrase or clause from the main part of the sentence, and to separate phrases and clauses in a series;

- use quotation marks to distinguish words being discussed (e.g., *Most people spell "receive" incorrectly*) and to indicate titles of songs, poems, essays, and articles;
- use the ellipsis (three periods) to show that words have been omitted from a quotation or that a sentence is unfinished;
- use a dash to show a sentence break or interrupted speech;

Spelling

- use generalizations about spelling and their knowledge of how words are formed to spell technical terms and unfamiliar words;

Word Use and Vocabulary Building

- use the vocabulary expected for this grade level accurately and imaginatively in their writing;
- select and use their words with increasing sophistication and effectiveness;

Visual Presentation

- use italics or underlining for titles of books, movies, plays, and magazines;
- use different styles of type appropriately for specific purposes (e.g., bold type for emphasis);
- use spreadsheets, computer-generated charts, and graphs for specific purposes (e.g., to convey data) and in appropriate contexts (e.g., research reports).

Reading

Approach to Reading

In reading, the new Ontario curriculum focuses on developing the skills that will enable students to become effective readers. Students need to be able to read well during their school years, when they will be reading extensively for personal and academic purposes, and in their subsequent careers, when they will often rely on their reading skills to do a job successfully. An effective reader is one who not only grasps the essential ideas communicated in a piece of writing, but who is able to use and apply these ideas later in new contexts. Students must, therefore, develop the skills needed to process, analyse, and absorb information and to think clearly, creatively, and critically. They must also develop a rich and varied vocabulary, become skilled at using the conventions of written language in their reading, and read a wide variety of materials that illustrate the many uses of writing. Reading a wide range of materials in all areas of the curriculum will also help students discover what interests them most, and will enable them to develop their interests and abilities in ways that are suited to their needs.

Important as they are, reading for information and reading for learning are not the only activities that should be emphasized as students develop their reading skills. A well-balanced reading program will provide students with many opportunities to read for pleasure, for self-discovery, and for self-enrichment. Such reading activities are particularly important in the elementary grades, when attitudes to and habits of reading are first formed. Reading experiences that invite students to discover new worlds and new experiences and to develop their own imaginative powers will go a long way towards convincing them that literature and other reading materials can be a rich source of pleasure and knowledge. Such experiences will also lead to a love of reading, which is among the most valuable resources students can take with them into adult life.

In the sections that follow, which describe expectations in reading for Grades 1 to 8, some repetition has been necessary to reflect the progressive nature of skills development. Expectations dealing with skills that continue to be of major importance as students progress from grade to grade are repeated for all relevant grades. Progression is indicated either by means of increasingly complex examples or by modifications in the expectations. It should also be noted that all the skills described in the expectations continue to be developed and refined as students move on through the grades, whether or not they are repeated.

Although the lists of expectations might suggest that the skills involved in reading are discrete skills, they are in fact aspects of one integrated process that is best applied in a context that students see as meaningful and that encourages them to think creatively and critically about what they are reading.

The Reading Process

Reading is a complex process that involves understanding the relationship between written language and speech and relating ideas and information encountered in reading to one's store of knowledge and experience. It also involves using various strategies, or methods, to determine the meaning of what is being communicated – for example, rereading a passage if its meaning is not immediately clear. In order to become independent and fluent readers, students

need to read frequently and to develop the skills used in reading for different purposes. Some essential aspects of the reading process are outlined below.

Students will:

- read for particular purposes, some determined by the teacher and some by the student (e.g., for information, enjoyment, practice, vocabulary building);
- examine a piece of writing or publication in preparation for reading (e.g., look at the cover, title, pictures; scan the table of contents and the index, and flip through the pages to find out something about its content and purpose);
- use a range of reading strategies to understand what they read (e.g., use previous knowledge and experience of the topic and vocabulary; use familiar words and the context to understand unfamiliar words; reread; predict what may happen in a story, and confirm or revise predictions; use phonics and root words to determine the meaning of unfamiliar words; use pictures and illustrations; make inferences; record key points; skim text for specific details; scan written material to determine its purpose);
- examine the ideas critically (e.g., distinguish between fact and opinion; use other resources to verify facts);
- summarize and explain the main ideas and cite supporting details, draw conclusions, retell the story, or apply what they have read (e.g., follow a set of instructions).

Reading Materials

The reading program should include a variety of materials, both fiction and non-fiction. Students should read both classic and contemporary literature of a high standard, including works produced by Canadians. Frequent exposure to writing of high quality will inspire students to work towards high standards in their own writing and to develop an appreciation for the power and beauty of the written word.

In all grades, students should read texts of increasing complexity assigned by the teacher as well as materials chosen by themselves. They should also read an increasing variety of forms of both fiction and non-fiction (e.g., picture books, novels; poetry; myths, fables, folk tales; textbooks and books on science, history, mathematics, geography, and other disciplines; biography, autobiography, memoirs, journals; encyclopaedias; graphs, charts, diagrams, instructions, manuals; newspapers, editorials, articles; essays, reports; plays; scripts for television or radio).

The following are suggested materials for the different grade levels. It should be noted that the listings are not exclusive and that the range of forms should include those introduced at previous grade levels.

In Grades 1-3, students should read: poetry (e.g., nursery rhymes, chants); folk tales; picture books, alphabet and counting books, pattern books, chapter books, stories such as adventure stories; humour; children's classics; and non-fiction (e.g., biography).

In Grades 4-6, students should read: poetry (lyric, narrative); folk tales, fables, myths, legends; fantasy, adventure stories, mystery stories, science fiction; humour; children's classics; and non-fiction forms such as biography, textbooks and other information materials, and editorials.

In Grades 7 and 8, students should read: poetry; myths and legends; narrative forms such as novels, short stories and novels, including historical fiction; classics; non-fiction such as biography and autobiography, reports, short essays and articles, editorials, and advertising copy; plays; and scripts for television or radio.

Reading: Grade 1

Overall Expectations

By the end of Grade 1, students will:

- read a variety of simple written materials (e.g., signs, pattern books, rhymes, children's reference books) for different purposes (e.g., for practice, information, vocabulary building, enjoyment);
- read aloud in a way that communicates the meaning;
- read independently, using reading strategies appropriate for this grade level;
- express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience;
- independently select stories and other reading materials by a variety of authors;
- understand the vocabulary and language structures appropriate for this grade level;
- use some conventions of written materials (e.g., punctuation, title) to help them understand what they read.

Expectations in Specific Areas

By the end of Grade 1, students will:

Reasoning and Critical Thinking

- use their knowledge and experience to understand what they read;
- retell a simple story in proper sequence and recall information in it accurately;
- follow written directions;
- reread all or parts of a written piece to clarify their understanding of its meaning;
- predict what may happen next in a story, and revise or confirm predictions;
- express their thoughts and feelings about a story;

Understanding of Form and Style

- identify ways in which different kinds of written materials are organized (e.g., stories, pop-up books, reference books);

Knowledge of Language Structures

- use their knowledge of sentence structure in speech to understand written sentences;
- use predictable word patterns to determine the meaning of sentences (e.g., *I saw the bird/I saw the dog*);

Vocabulary Building

- use pictures and illustrations to determine the meaning of unfamiliar words;
- use simple sound patterns (e.g., rhyming words) to learn new words;
- use phonics as an aid in learning new words;

Use of Conventions

- use punctuation to help them understand what they read (e.g., period, comma);
- understand the use of some conventions of spelling (e.g., capital letters at the beginning of sentences);
- use some basic conventions of formal texts to locate information (e.g., book title, page numbers).

Reading: Grade 2

Overall Expectations

By the end of Grade 2, students will:

- read a variety of simple written materials (e.g., pattern books on specific themes, stories, chart stories, poems, interactive software) for different purposes;
- read aloud in a way that communicates the meaning;
- read independently, using reading strategies appropriate for this grade level;
- express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience;
- independently select stories and other reading materials by a variety of authors;
- understand the vocabulary and language structures appropriate for this grade level;
- use some conventions of written materials to help them understand and use the materials.

Expectations in Specific Areas

By the end of Grade 2, students will:

Reasoning and Critical Thinking

- restate information in a short non-fiction text in their own words;
- retell a story in proper sequence, identify the main idea and the characters, and discuss some aspects of the story (e.g., give reasons why they prefer one character rather than another);
- use a variety of reading strategies to understand a piece of writing (e.g., reread, predict content, ask questions);
- express their thoughts and feelings about ideas in a piece of writing;

Understanding of Form and Style

- identify characteristics of different forms of written materials (e.g., poem, story, children's dictionary, recipe);

Knowledge of Language Structures

- use their knowledge of sentence structure in oral and written language to determine the meaning of a sentence (e.g., the verb in a simple statement usually follows a noun; the subject and verb are inverted in interrogative sentences);
- use their knowledge of word endings to recognize the same word in different forms (e.g., *jumps, jumped, jumping*);
- understand that the same sounds may be represented by different spellings (e.g., *finger, telephone*);

Vocabulary Building

- substitute one word for another in a meaningful way (e.g., use *house* instead of *home*);
- separate words into parts and use patterns of word structure to determine the meaning of new words (e.g., *lock, locket*);
- use phonics as an aid in learning new words;

Use of Conventions

- use punctuation to help them understand what they read (e.g., question mark, apostrophe);
- use and interpret some conventions of formal texts (e.g., maps, pictures, graphics, simple diagrams, bold and italic type for headings).

Reading: Grade 3

Overall Expectations

By the end of Grade 3, students will:

- read a variety of fiction and non-fiction materials (e.g., chapter books, children's reference books) for different purposes;
- read aloud, speaking clearly and with expression;
- read independently, using a variety of reading strategies;
- express clear responses to written materials, relating the ideas in them to their own knowledge and experience and to ideas in other materials that they have read;
- select material that they need from a variety of sources;
- understand the vocabulary and language structures appropriate for this grade level;
- use conventions of written materials to help them understand and use the materials.

Expectations in Specific Areas

By the end of Grade 3, students will:

Reasoning and Critical Thinking

- identify and restate the main idea in a piece of writing, and cite supporting details;
- identify and describe some elements of stories (e.g., plot, central idea, characters, setting);
- distinguish between fact and fiction;
- begin to make inferences while reading;
- use familiar vocabulary and the context to determine the meaning of a passage containing unfamiliar words;
- begin to develop their own opinions by considering some ideas from various written materials;

Understanding of Form and Style

- identify and describe different forms of writing (e.g., poems, stories, plays);
- use their knowledge of the organization and characteristics of different forms of writing as a guide before and during reading (e.g., chapters in an adventure story often end with a cliffhanger; menus usually list the items of food on the left and the price of each item on the right);

Knowledge of Language Structures

- use their knowledge of word order in oral and written language to determine the meaning of sentences;
- use basic grammatical relationships to help them understand what they read (e.g., the relationship between nouns and pronouns and between nouns and verbs);

Vocabulary Building

- use a variety of strategies to determine the meaning of unfamiliar words (e.g., use the context, break the word into syllables or other recognizable units, use a dictionary, use phonics);
- understand frequently used specialized terms in different subject areas (e.g., science, mathematics);

Use of Conventions

- use punctuation to help them understand what they read (e.g., exclamation mark, quotation marks);
- identify various conventions of formal texts and use them to find information (e.g., table of contents, chapter titles, headings, index, glossary, charts, graphs).

Reading: Grade 4

Overall Expectations

By the end of Grade 4, students will:

- read a variety of fiction and non-fiction materials (e.g., short novels, myths, biographies, short articles) for different purposes;
- read aloud, speaking clearly and with expression;
- read independently, using a variety of reading strategies;
- state their own interpretation of a written work, using evidence from the work and from their own knowledge and experience;
- decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;
- understand the vocabulary and language structures appropriate for this grade level;
- use conventions of written materials to help them understand and use the materials.

Expectations in Specific Areas

By the end of Grade 4, students will:

Reasoning and Critical Thinking

- identify the main idea in a piece of writing, and provide supporting details;
- identify and describe elements of stories (e.g., plot, central idea, characters, setting);
- make inferences while reading;
- make judgements about what they read on the basis of evidence;
- make predictions while reading a narrative piece on the basis of evidence;
- retell a story by adapting it for presentation in another way (e.g., as a dramatization);
- develop their opinions by reading a variety of materials;
- begin to develop research skills (e.g., formulate questions, locate information, clarify their understanding of information through discussion);

Understanding of Form and Style

- identify various forms of writing and describe their main characteristics (e.g., poems often have verses; novels are often divided into chapters);
- use their knowledge of the organization and characteristics of different forms of writing to understand and use content;

Knowledge of Language Structures

- use their knowledge of oral and written language structures and of elements of grammar to understand the meaning of sentences;
- use patterns of word structure to determine pronunciation (e.g., *-tern* in *lantern, intern*);

Vocabulary Building

- identify root words and use them to determine the pronunciation and meaning of unfamiliar words;
- identify synonyms and antonyms for familiar words;
- use a dictionary to expand their vocabulary;
- understand specialized terms in different subject areas (e.g., science, technology);

Use of Conventions

- use punctuation to help them understand what they read;
- use various conventions of formal texts to reinforce understanding of ideas (e.g., charts, illustrations, glossary, diagrams, captions).

Reading: Grade 5

Overall Expectations

By the end of Grade 5, students will:

- read a variety of fiction and non-fiction materials (e.g., novels, short stories, biographies, editorials) for different purposes;
- read aloud, adjusting speed according to purpose and audience;
- read independently, selecting appropriate reading strategies;
- explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
- decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;
- understand the vocabulary and language structures appropriate for this grade level;
- use conventions of written materials to help them understand and use the materials.

Expectations in Specific Areas

By the end of Grade 5, students will:

Reasoning and Critical Thinking

- describe a series of events in a written work (e.g., in a novel or a history book), using evidence from the work;
- describe how various elements in a story function (e.g., plot, characters, setting);
- make judgements and draw conclusions about the content in written materials, using evidence from the materials;
- begin to identify a writer's or character's point of view;
- select appropriate reading strategies (e.g., adjust reading speed according to the purpose of reading or the difficulty of the piece; make inferences; record key points);
- use research skills (e.g., formulate questions, locate information, compare information from a variety of sources);

Understanding of Form and Style

- identify various forms of writing and describe their characteristics (e.g., science fiction, biography, mystery stories);
- use their knowledge of the characteristics of different forms of writing to help them select the appropriate materials for a specific purpose (e.g, short story, article in a reference book);

Knowledge of Language Structures

- use their knowledge of elements of grammar and oral and written language structures to understand what they read;
- recognize patterns of word structure (e.g., *-ation* in *nation*, *information*), and use them to determine pronunciation;

Vocabulary Building

- identify root words, prefixes, and suffixes, and use them to determine the pronunciation and meaning of unfamiliar words;
- identify synonyms and antonyms;
- use a dictionary and a thesaurus to expand their vocabulary;
- use specialized terms in different subject areas, as appropriate;

Use of Conventions

- use punctuation to help them understand what they read;
- locate and interpret information, using various conventions of formal texts (e.g., index, maps, charts, lists, pictures, illustrative figures).

Reading: Grade 6

Overall Expectations

By the end of Grade 6, students will:

- read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, myths, articles) for different purposes;
- read aloud, showing understanding of the material and awareness of the audience;
- read independently, selecting appropriate reading strategies;
- explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
- decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;
- understand the vocabulary and language structures appropriate for this grade level;
- use conventions of written materials to help them understand and use the materials.

Expectations in Specific Areas

By the end of Grade 6, students will:

Reasoning and Critical Thinking

- identify the elements of a story and explain how they relate to each other (e.g., ways in which development of character and plot are interrelated);
- make predictions while reading a story or novel, using various clues;
- summarize and explain the main ideas in information materials (e.g., textbooks), and cite details that support the main ideas;
- make judgements and draw conclusions about ideas in written materials on the basis of evidence;
- identify a writer's perspective or character's motivation;
- select appropriate reading strategies (e.g., adjust reading speed as necessary; take notes and use diagrams to organize them);
- plan a research project and carry out the research;

Understanding of Form and Style

- identify different forms of writing and describe their characteristics (e.g., historical novel, encyclopaedia);
- use their knowledge of the characteristics of different forms of writing to select the appropriate materials for a specific purpose (e.g., an encyclopaedia article may provide a general introduction to a topic);

Knowledge of Language Structures

- use their knowledge of the elements of grammar and the structure of words and sentences to understand what they read;
- use generalizations about spelling to help them pronounce words;

Vocabulary Building

- use their knowledge of word origins and derivations to determine the meaning of unfamiliar words;
- consult a dictionary to confirm pronunciation and/or find the meaning of unfamiliar words;

- use a thesaurus to expand their vocabulary;
- understand specialized words or terms, as necessary (e.g., *medieval* in a historical novel);

Use of Conventions

- use punctuation to help them understand what they read (e.g., colon);
- use a variety of conventions of formal texts to find and verify information (e.g., index, headings and subheadings, charts, glossary).

Reading: Grade 7

Overall Expectations

By the end of Grade 7, students will:

- read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, reports, articles) for different purposes;
- read aloud, showing understanding of the material and awareness of the audience;
- read independently, selecting appropriate reading strategies;
- explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
- decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;
- understand the vocabulary and language structures appropriate for this grade level;
- use conventions of written materials to help them understand and use the materials.

Expectations in Specific Areas

By the end of Grade 7, students will:

Reasoning and Critical Thinking

- explain how various elements in a story function in relation to each other (e.g., ways in which setting and plot development are interrelated);
- identify the main ideas in information materials, and explain how the details support the main ideas;
- make judgements and draw conclusions about ideas in written materials on the basis of evidence;
- clarify and develop their own points of view by examining the ideas of others;
- select appropriate reading strategies (e.g., skim text for specific information; record key points and organize them in a sequence);
- plan a research project and carry out the research;

Understanding of Form and Style

- identify various forms of writing and describe their key features (e.g., novels, short stories, biographies, scripts, plays, essays);
- use their knowledge of the characteristics of different forms of writing to help them select the appropriate materials for a specific purpose;
- identify some stylistic devices in literary works and explain their use (e.g., foreshadowing, personification, simile);

Knowledge of Language Structures

- use their knowledge of the elements of grammar and the structure of words and sentences to understand what they read;

Vocabulary Building

- use a variety of strategies to determine the meaning of unfamiliar words (e.g., use word-analysis techniques; use knowledge of word origins and derivations; consult dictionaries);
- use a thesaurus to expand their vocabulary;
- use the special terminology in a particular area of study, as necessary;

Use of Conventions

- use punctuation to help them understand written material (e.g., semicolon);
- use a variety of conventions of formal texts to locate information they need (e.g., hypertext, footnotes).

Reading: Grade 8

Overall Expectations

By the end of Grade 8, students will:

- read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, essays, articles) for different purposes;
- read aloud, showing understanding of the material and awareness of the audience;
- read independently, selecting appropriate reading strategies;
- explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
- decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;
- understand the vocabulary and language structures appropriate for this grade level;
- use conventions of written materials to help them understand and use the materials.

Expectations in Specific Areas

By the end of Grade 8, students will:

Reasoning and Critical Thinking

- explain how the various elements in a story function in relation to each other;
- identify the main ideas in information materials, explain how the details support the main ideas, and question and evaluate the ideas in the material;
- make judgements and draw conclusions about ideas in written materials on the basis of evidence;
- clarify and broaden their own points of view by examining the ideas of others;
- select appropriate reading strategies (e.g., skim text for specific information; scan text to determine the purpose of the text or the type of material; monitor their own comprehension);
- plan a research project and carry out the research;

Understanding of Form and Style

- identify various forms of writing and describe their key features (e.g., novels, short stories, poetry, plays, scripts, essays);
- use their knowledge of the characteristics of different forms of writing to help them select appropriate materials for a specific purpose;
- identify some stylistic devices used in literary works (e.g., metaphor, simile, personification) and explain their use;

Knowledge of Language Structures

- use their knowledge of the elements of grammar and the structure of words and sentences to understand what they read;

Vocabulary Building

- use a variety of strategies to determine the meaning of unfamiliar words (e.g., use word-analysis techniques; use knowledge of word origins and derivations; consult dictionaries);
- use a thesaurus to expand their vocabulary;
- use the special terminology in a particular area of study, as necessary.

Use of Conventions

- use punctuation to help them understand written material (e.g., dashes);
- use a variety of conventions of formal texts to locate information they need (e.g., footnotes, endnotes, lists).

Oral and Visual Communication

In the new Ontario language curriculum, there is a strong emphasis on helping students develop the oral and visual communication skills they need to understand and interact with others, to express themselves fluently and with confidence, and to interpret media works and use the various media to communicate their own ideas.

Oral communication skills are important because they play a central role in students' learning in all areas of the curriculum. Students listen and speak in order to understand and explore ideas and concepts, identify and solve problems, organize their experience and knowledge, express and clarify their thoughts, feelings, and opinions, and convey information. Listening and speaking skills are also essential for co-operative learning activities and for social interaction at home, at school, and in the community.

To develop their oral communication skills, students need numerous opportunities to listen and talk to others for a variety of purposes and about a range of subjects – including personal interests, current affairs, and school work. Their program should also include opportunities to engage in oral activities such as brainstorming, discussing strategies for problem solving, debating issues, presenting and defending ideas, and offering critiques of the ideas of others.

Although students usually begin to develop oral language before they learn to read and write, the development of their reading and writing skills can enhance their ability to use oral language clearly, correctly, and effectively.

Oral communication is an important component in a variety of communications media; it is the main component in radio, for example. But many communications media have a strong visual component in addition to, and sometimes instead of, the oral component – as in film, television, or the graphic arts. Students' repertoire of communication skills should include the ability to understand and interpret the messages they receive through the various media and the ability to use these media to communicate their own ideas. In particular, skills related to high-technology media (such as film, television, and the Internet) are important because of the pervasive influence of these media in our lives and society. Learning to understand and use these and other media can greatly expand students' sources of information, expressive and communicative capabilities, and career opportunities.

To develop their media communication skills, students should have opportunities to view, analyse, and discuss a wide variety of media works and to relate them to their own experience. They should also have opportunities to use a range of technologies to create media works of many types (e.g., drawings, cartoons, designs, radio plays, films, World Wide Web pages).

In the sections that follow, which describe expectations in oral and visual communication for Grades 1 to 8, some repetition has been necessary to reflect the progressive nature of skills development. Expectations dealing with skills that continue to be of major importance as students progress from grade to grade are repeated for all relevant grades, and progression is indicated by means of increasingly complex examples. Some of the expectations for the higher grades combine skills that are introduced separately in the lower grades, thus creating skills and applications of increasing complexity. It should also be noted that all the skills described in these expectations continue to be developed and refined as students move on through the grades, whether or not the expectations for the skills are repeated.

Oral and Visual Communication: Grade 1

Overall Expectations

By the end of Grade 1, students will:

- communicate messages, and follow basic instructions and directions;
- ask questions about their immediate environment and offer personal opinions;
- listen and react to stories and recount personal experiences;
- respond to familiar or predictable language patterns by joining in or using choral response;
- apply some of the basic rules of participating in a conversation and working with others;
- view, read, and listen to media works with simple messages or factual information and describe what they have learned;
- create some simple media works;
- use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).

Expectations in Specific Areas

By the end of Grade 1, students will:

Use of Words and Oral Language Structures

- use familiar classroom vocabulary and oral language structures in conversations with their teacher and peers;
- use linking words such as *and*, *then*, and *but* to connect ideas in speech;
- present ideas in speech in a coherent sequence;
- notice and respond to unusual features of language (e.g., alliteration, rhythm, onomatopoeia);

Non-verbal Communication Skills

- use simple gestures, volume, and tone of voice to communicate their wishes and needs;
- interpret and respond appropriately to non-verbal cues (e.g., facial expression, gesture, pause);

Group Skills

- allow others to speak, and wait their turn in conversations or class discussions;
- listen to and comment positively on the contributions of others in group and class discussions;

Media Communication Skills

- view, read, and listen to media works to obtain information and to complete assigned tasks (e.g., identify the message in a safety cartoon; know what road signs mean);
- arrange still pictures and/or photographs in a sequence to create their own stories;
- distinguish between real life and life depicted in animated works (e.g., television cartoons, films);
- create some simple media works (e.g., tape-record sounds for a story).

Oral and Visual Communication: Grade 2

Overall Expectations

By the end of Grade 2, students will:

- communicate messages, and follow instructions and directions;
- listen to discussions on familiar topics and ask relevant questions;
- retell stories and recount personal experiences, presenting events in a coherent sequence;
- talk about characters and situations in stories, and information in non-fiction materials, and relate them to personal experience;
- apply the rules of participating in a conversation and working with others;
- view, read, and listen to media works with simple messages or factual information and describe what they have learned;
- create simple media works;
- use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).

Expectations in Specific Areas

By the end of Grade 2, students will:

Use of Words and Oral Language Structures

- use appropriate vocabulary and oral language structures to express emotions in a variety of situations;
- use linking words such as *because, if,* and *after* to organize ideas in speech;
- recognize the beginning and end of a spoken text, and present their own remarks in a coherent order;
- experiment with rhyme, rhythm, and word play to create humorous effects;

Non-verbal Communication Skills

- use appropriate gestures and tone of voice, as well as natural speech rhythms, when speaking;

Group Skills

- participate in group discussions, demonstrating a sense of when to speak, when to listen, and how much to say;
- use speech appropriately for various purposes (e.g., to influence others in the group);

Media Communication Skills

- view, read, and listen to media works to obtain information and to complete assigned tasks (e.g., view or read the weather reports on television or in the newspaper);
- distinguish between a commercial and a program (e.g., on the radio or television) and between an advertisement and an article (e.g., in a magazine or newspaper);
- identify different technologies (e.g., television, radio, the Internet, CD-ROMs, a videocassette recorder) and understand that they serve different functions;
- create some simple media works (e.g., design an advertisement for a toy).

Oral and Visual Communication: Grade 3

Overall Expectations

By the end of Grade 3, students will:

- communicate messages, and follow and give directions for a variety of activities and events;
- listen to discussions and ask questions to clarify meaning;
- retell stories, demonstrating an understanding of basic story structure and including information about characters, action, and story ending;
- talk about characters and situations in stories, and information and ideas in non-fiction materials;
- apply the rules for working with others;
- view, read, and listen to media works that convey messages or information and talk about what they have learned;
- create a variety of simple media works;
- use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).

Expectations in Specific Areas

By the end of Grade 3, students will:

Use of Words and Oral Language Structures

- use linking words such as *although, instead of,* and *so that* to organize and clarify ideas in speech;
- rephrase to clarify their ideas (e.g., *what I meant was, when I think about*);
- speak on a variety of topics in classroom discussions using some specialized language (e.g., metres in measurement), and select words carefully to convey their intended meaning;

Non-verbal Communication Skills

- use appropriate volume, tone of voice, gestures, and stance when speaking, making a presentation, or reading aloud;
- use pauses and repetition effectively for emphasis in speech;

Group Skills

- contribute ideas appropriate to the topic in group discussion and listen to the ideas of others;

Media Communication Skills

- identify basic elements of text (e.g., size of print) and basic techniques (e.g., different tones of voice in audio productions) that help convey the message in print and media materials;
- use basic terminology (e.g., close-up, low angle) to discuss visual images in print and electronic media;
- create simple media works (e.g., create a series of shots using a still video camera or still camera and then display them for the class).

Oral and Visual Communication: Grade 4

Overall Expectations

By the end of Grade 4, students will:

- communicate various types of messages, explain some ideas and procedures, and follow the teacher's instructions;
- ask questions on a variety of topics and respond appropriately to the questions of others;
- communicate a main idea about a topic and describe a short sequence of events;
- express and respond to ideas and opinions concisely and clearly;
- contribute and work constructively in groups;
- demonstrate the ability to concentrate by identifying main points and staying on topic;
- identify several types of media works and some techniques used in them;
- analyse media works;
- create media works;
- use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).

Expectations in Specific Areas

By the end of Grade 4, students will:

Use of Words and Oral Language Structures

- use some vocabulary learned in other subject areas in simple contexts;
- use effective openings and closings in oral presentations (e.g., begin by asking questions of listeners; conclude by summarizing key points);

Non-verbal Communication Skills

- use appropriate tone of voice and gestures in social and classroom activities;

Group Skills

- present information to their peers in a focused and organized form on a topic of mutual interest;
- listen to others and stay on topic in group discussion;
- use appropriate strategies to organize and carry out group projects (e.g., brainstorming, summarizing, reporting, giving and following instructions);

Media Communication Skills

- identify camera angles and distance from the subject in photographs and describe their effects on the viewer's perceptions;
- identify and describe the different types of advertising that they encounter in their surroundings (e.g., on billboards, T-shirts);
- create a variety of media works (e.g., create an album of camera shots, identifying the different camera angles and distances and commenting on their effects).

Oral and Visual Communication: Grade 5

Overall Expectations

By the end of Grade 5, students will:

- communicate information, explain a variety of ideas and procedures, and follow the teacher's instructions;
- ask and answer questions on a variety of topics to acquire and clarify information;
- communicate a main idea about a topic and describe a sequence of events;
- express and respond to ideas and opinions concisely, clearly, and appropriately;
- contribute and work constructively in groups;
- demonstrate the ability to concentrate by identifying main points and staying on topic;
- identify various types of media works and some of the techniques used in them;
- analyse media works;
- create a variety of media works;
- use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).

Expectations in Specific Areas

By the end of Grade 5, students will:

Use of Words and Oral Language Structures

- use vocabulary learned in other subject areas in a variety of contexts;
- use appropriate words and structures in discussions or classroom presentations;
- identify appropriate uses for slang and colloquial language;
- use complex syntactical structures (e.g., principal and subordinate clauses);

Non-verbal Communication Skills

- use tone of voice, gestures, and other non-verbal cues to help clarify meaning when describing events, telling stories, reading aloud, making presentations, stating opinions, etc.;

Group Skills

- speak clearly when making presentations;
- contribute ideas to help solve problems, and listen and respond constructively to the ideas of others when working in a group;
- discuss with peers and the teacher strategies for communicating effectively with others in a variety of situations;

Media Communication Skills

- identify the main characteristics of some familiar media (e.g., television, film, magazines);
- recognize that media works are composed of a series of separate elements (e.g., shots in movies; sections of a newspaper);
- list and describe many of the ways in which the media provide information (e.g., through news reports, the Internet, documentary films, CD-ROMs);
- create a variety of media works (e.g., a simple multi-media presentation).

Oral and Visual Communication: Grade 6

Overall Expectations

By the end of Grade 6, students will:

- make reports, describe and explain a course of action, and follow detailed instructions;
- ask and answer questions to obtain and clarify information;
- communicate a main idea about a topic and describe a sequence of events;
- express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
- contribute and work constructively in groups;
- demonstrate the ability to concentrate by identifying main points and staying on topic;
- identify the main types of media works and the most characteristic techniques used in them;
- analyse media works;
- create a variety of media works;
- use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).

Expectations in Specific Areas

By the end of Grade 6, students will:

Use of Words and Oral Language Structures

- use a varied vocabulary and a range of sentence structures to add interest to their remarks;
- speak correctly, observing common grammatical rules such as subject-verb agreement, noun-pronoun agreement, and consistency of verb tense;
- recognize and interpret figurative language (e.g., a simile) in the speech of others and use it to add interest to their own remarks;

Non-verbal Communication Skills

- use tone of voice and gestures to enhance the message and help convince or persuade listeners in conversations, discussions, or presentations;

Group Skills

- use constructive strategies in small-group discussions (e.g., invite other group members to contribute; ask questions to clarify a point; negotiate to find a basis for agreement);
- follow up on others' ideas, and recognize the validity of different points of view in group discussions or problem-solving activities;

Media Communication Skills

- identify questionable strategies (e.g., exaggerated claims, one-sided presentation of information) presenters use to influence an audience;
- identify the various types of professionals involved in producing a media work (e.g., newswriter, photographer, camera operator, film director) and describe the jobs they do;
- analyse and assess a media work and express a considered viewpoint about it (e.g., write a movie review);
- create a variety of media works (e.g., create a video advertisement for a book as a member of an "advertising team").

Oral and Visual Communication: Grade 7

Overall Expectations

By the end of Grade 7, students will:

- use instructions and explanations to plan and organize work;
- ask questions and discuss different aspects of ideas in order to clarify their thinking;
- listen to and communicate related ideas, and narrate real and fictional events in a sequence;
- express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
- contribute and work constructively in groups;
- demonstrate the ability to concentrate by identifying main points and staying on topic;
- identify various types of media works and a variety of the techniques used in them;
- analyse and interpret media works;
- create a variety of media works;
- use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).

Expectations in Specific Areas

By the end of Grade 7, students will:

Use of Words and Oral Language Structures

- regularly incorporate new vocabulary into discussions and presentations;
- use words and phrases to signal that a new or important point is about to be made (e.g., *My central point is. . ., Note that. . ., First. . . Second. . . Third. . .*);
- use analogies and comparisons to develop and clarify ideas;
- use repetition for emphasis;
- rehearse and revise their material before making a presentation (e.g., reorder ideas, change the conclusion);

Non-verbal Communication Skills

- identify some of the ways in which non-verbal communication techniques (e.g., tone of voice and body language) can affect audiences, and use these techniques in their own speech to arouse and maintain interest, and convince and persuade their listeners;
- use eye contact, variations in pace, appropriate gestures, and such devices as the "pause for effect" in presentations;

Group Skills

- listen and respond constructively to alternative ideas or viewpoints;
- express ideas and opinions confidently but without trying to dominate discussion;
- analyse factors that contribute to the success, or lack of success, of a discussion;

Media Communication Skills

- identify and describe categories of works typical of a particular medium (e.g., television – sitcom, talk show, news broadcast, interview, children's program, commercial);
- describe the function of different elements in magazines and newspapers (e.g., headline, photograph, regular column, feature article, editorial);
- describe and explain how sound and image work together to create an effect (e.g., sound track and film images);
- create a variety of media works (e.g., a class newspaper, a story board, a radio documentary).

Oral and Visual Communication: Grade 8

Overall Expectations

By the end of Grade 8, students will:

- provide clear answers to questions and well-constructed explanations or instructions in classroom work;
- listen attentively to organize and classify information and to clarify thinking;
- listen to and communicate connected ideas and relate carefully-constructed narratives about real and fictional events;
- express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
- contribute and work constructively in groups;
- demonstrate the ability to concentrate by identifying main points and staying on topic;
- identify a wide range of media works and describe the techniques used in them;
- analyse and interpret media works;
- create media works of some technical complexity;
- use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).

Expectations in Specific Areas

By the end of Grade 8, students will:

Use of Words and Oral Language Structures

- use the specialized vocabulary appropriate to the topic in oral presentations (e.g., investigations in mathematics, demonstrations in science);
- identify subtle effects in the dialogue in films or dramas;
- identify the characteristics of different types of speech (e.g., colloquial, formal) and use them appropriately;

Non-verbal Communication Skills

- use tone of voice and body language to clarify meaning during conversations and presentations;
- adjust their delivery (e.g., pitch of voice, pace) to suit the size of different groups;
- use resource materials (e.g., visual aids) to illustrate ideas in presentations;

Group Skills

- contribute collaboratively in group situations by asking questions and building on the ideas of others;
- work with members of their group to establish clear purposes and procedures for solving problems and completing projects;

Media Communication Skills

- identify and analyse the formulas used in different categories of media works (e.g., a talk show – opening monologue, humorous discussion between host and "sidekick", guest interview, interaction with the audience, special performances);
- describe a media work, outlining its different parts and the steps and choices involved in planning and producing it;
- evaluate the effectiveness of various informational media works (e.g., a website on the Internet, a documentary film, television or radio news programs, news magazines);
- create media works of some technical complexity (e.g., a two-minute mystery on videotape or audiotape).

Explanatory Notes

The following definitions and lists of examples are intended to help teachers and parents use this document. It should be noted that the examples provided are suggestions and are not meant to be exhaustive.

Achievement levels. Brief descriptions of four possible levels of student achievement. Levels 1 and 2 identify achievement that falls below the expectations specified for a given grade; level 3, achievement that meets the expectations; and level 4, achievement that surpasses the expectations. Level 3 is considered to be the standard expected.

Expectations. The knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed. The new Ontario curriculum for Language identifies expectations for each grade from Grade 1 to Grade 8.

Strands. The three major areas of language use into which the curriculum for Language is organized. The strands for Language are: Writing; Reading; and Oral and Visual Communication.

Writing

Audience. Intended readers, listeners, or viewers of a particular work.

Conventions. Accepted practices or rules in the use of language.

Critical thinking skills. Some aspects of thinking critically in writing are: questioning, hypothesizing, interpreting, inferring, analysing, comparing, contrasting, evaluating, predicting, reasoning, distinguishing between alternatives, making and supporting judgements, synthesizing, elaborating on ideas, identifying values and issues, detecting bias, detecting implied as well as explicit meanings.

Editing. The making of changes to the content, structure, and wording of drafts to improve the organization of ideas, eliminate awkward phrasing, correct grammatical and spelling errors, and generally ensure that the writing is clear, coherent, and correct.

Elements of writing (composition and style). Essential aspects of written compositions; for example, a central theme or topic; the organization of information and ideas; diction (word choice); the use of conventions of spelling, punctuation, grammar, sentence structure, and paragraphing; plot; characterization; atmosphere; point of view; literary (stylistic) devices.

Forms of writing. Types of writing that students may be expected to produce; for example, story or other narrative piece, anecdote, commentary, description, instructions, account (personal or informational), transcription of an interview, announcement, creative piece (fiction, non-fiction, poetry), expository essay, personal essay, descriptive essay, argumentative or persuasive essay, research report, television or radio script, editorial, speech, letter, minutes of a meeting, notes, jottings, poem, song text, dialogue, label, supported opinion, summary, cartoon caption, log, diary, journal, riddle, commercial, advertisement, list, survey, word web, chart.

Literary (or stylistic) device. A particular pattern of words, a figure of speech, or a technique used in literature to produce a specific effect; for example, rhyme, parallel structure, analogy, comparison, contrast, irony, foreshadowing, allusion, juxtaposition, simile, metaphor, personification, pun, hyperbole, oxymoron, symbolism.

Point of view. The position of the narrator in relation to the story; thus the vantage point from which events are seen (e.g., the omniscient, the third-person, or the first-person point of view).

Print and electronic resources. Materials in print or electronic media, including reference materials; for example, books (fiction, non-fiction), newspapers, magazines, encyclopaedias, reports, television programs, videos, CD-ROMs, computer graphics programs, word processing programs, models for writing (e.g., stories or essays by published writers), style guides, databases, dictionaries, thesauruses, spell-check programs.

Proofreading. The careful reading of a final draft to eliminate typographical errors and correct errors in grammar, spelling, and punctuation.

Purposes of writing. Some purposes of writing are: to explore ideas and experiences; to examine ideas critically; to inform, describe, and explain; to provide instructions; to record thoughts and experiences; to clarify and develop ideas; to inquire into a problem; to entertain; to persuade; to express thoughts, feelings, opinions.

Revising. The making of major changes to the content and/or organization of a draft.

Voice. Style or character of a written piece revealed through the author's use of vocabulary, sentence structure, and imagery, for example, as well as the rhythm of the prose and the mood of the piece as a whole.

Word web. Diagram showing the relationships between ideas.

Writing process. The process involved in producing a polished piece of writing. The writing process comprises several stages, each of which focuses on specific tasks. The main stages of the writing process are: generating ideas; choosing a topic; developing a plan for writing; writing a first draft; reviewing and revising; editing and proofreading; and producing a final copy.

Writing skills. The skills needed to produce clear and effective writing. Writing skills include: organizing and developing ideas logically; identifying the level of language appropriate to the purpose for writing and the audience being addressed; choosing the form of writing appropriate to the purpose for writing; choosing words, phrases, and structures that are both appropriate for the context and effective in conveying one's message; using language structures and patterns correctly; using correct grammar, spelling, and punctuation; attending to style, tone, and point of view; showing awareness of the audience; revising to improve the development and organization of ideas; editing to improve style and to correct errors in grammar, spelling, and punctuation.

Reading

Chapter book. The first type of longer story encountered by Primary students.

Chart story. A text composed orally by the students and the teacher and transcribed by the teacher for instructional purposes (e.g., to illustrate various aspects of language use).

Conventions. Accepted practices or rules in the use of language. In the case of written or printed materials, some conventions help convey meaning (e.g., punctuation, typefaces, capital letters) and other conventions aid in the presentation of content (e.g., table of contents, headings, footnotes, charts, captions, lists, pictures, index).

Critical thinking. Some aspects of thinking critically in reading are: examining opinions; questioning ideas; interpreting information; identifying values and issues; detecting bias; detecting implied as well as explicit meanings.

Forms of fiction. Particular kinds of works of literature that describe imaginary events and people; for example, story, short story, adventure story, detective story, myth, legend, folk tale, cumulative tale, lyric poem, dramatic poem, ballad, novel, mystery novel, historical novel, science fiction novel, soliloquy, play, script, story book, picture book, pattern book, chapter book.

Forms of non-fiction. Particular kinds of works of literature, as well as other written materials, that are not fiction; for example, history book, geography text, article, report, essay, theatre or concert program, book review, editorial, newspaper or magazine article, television or radio script, letter (personal, business), invitation, e-mail message, manual, public sign, label, biography, autobiography, monologue, résumé, personal journal, diary, brochure, reference book, encyclopaedia, multi-media text, database, World Wide Web page, CD-ROM dictionary, interactive software.

Language pattern. A particular arrangement of words that helps the reader determine meaning by providing a certain level of predictability; for example, inversion of subject and verb in interrogative sentences.

Literary (or stylistic) device. A particular pattern of words, a figure of speech, or a technique used in literature to produce a specific effect; for example, rhyme, parallel structure, analogy, comparison, contrast, irony, foreshadowing, allusion, juxtaposition, simile, metaphor, personification, pun, hyperbole, oxymoron, symbolism.

Pattern book. Book for Primary students containing text with predictable language patterns.

Point of view. The position of the narrator in relation to the story; thus the vantage point from which events are seen (e.g., the omniscient, the third-person, or the first-person point of view).

Purposes of reading. Some purposes of reading are: to gather and process information; make connections between experience and what is read; develop opinions; broaden understanding; develop and clarify a point of view.

Reading strategies. Methods used in reading to determine the meaning of a text. Examples are: rereading; substituting an appropriate familiar word for an unfamiliar one; using root words to determine meaning of unfamiliar words; using previous knowledge to determine meaning; using information from the context to determine meaning; predicting the use of specific words from the context (e.g., in a simple statement, the verb often immediately follows the subject); making inferences; predicting content; confirming or revising predictions; adjusting speed in silent reading according to the purpose of reading or the difficulty of the text; using graphic organizers (e.g., Venn diagrams, story maps), skimming text for information or detail; scanning text to determine purpose of text or type of material; recording key points and organizing them in a sequence; monitoring comprehension.

Word pattern. The particular arrangement of the elements in a group of words that have elements in common with respect to meaning, syntax, spelling, and/or sound; for example, the formation of the past tense in a group of verbs by adding the suffix *ed* to the verb root.

Oral and Visual Communication

Cues, non-verbal. Aspects of spoken or unspoken communication that convey meaning without the use of words, such as facial expressions, gestures, body language.

Cues, verbal (oral language). Aspects of spoken language that convey meaning; for example, types of words (e.g., nouns, verbs, linking words, modifiers); prefixes and suffixes (e.g., indicators of plurals, verb tenses); sound patterns (e.g., rhyme); pauses; pace; tone of voice or intonation; volume; pitch; modulation; inflection.

Elements of media works. The elements of media works may be grouped in the following way.

Audio elements. Speech, music, background sounds, sound effects, volume, dialects and accents, silence, narration, pace, sequence of sounds.

Visual elements. Lighting, colour, images, size and type of lettering, size of images, sequence of images, symbols, graphics, camera angles, logos, props (e.g., costumes, furnishings), speed of presentation, shape or design, credits, details of sponsorship, animation, live action.

Compositional elements. Plot, form (structure), theme, setting, atmosphere, point of view, characterization.

Forms of oral communication. Examples are: greeting, conversation, question, statement, exclamation, instructions, directions, poem, rhyme, song, story, anecdote, announcement, news broadcast, interview, oral presentation, speech, recitation, debate, report, role-play, drama.

Listening and speaking skills. Examples are: determining the purpose of listening; paying attention to the speaker or performer; following directions and instructions; recalling ideas accurately; responding appropriately to thoughts expressed; judging when it is appropriate to speak or ask questions; allowing others a turn to speak; speaking clearly and coherently; asking questions to clarify meaning or to obtain more information; responding with consideration for others' feelings; using and interpreting facial expressions, gestures, and body language appropriately.

Oral language structures. Verbal structures that are used in speaking; for example, conventional sentence stuctures (e.g., interrogative, exclamatory; simple, compound, complex); colloquial structures (e.g., one-word answers, verbless sentences); contractions; colloquial idioms.

Purposes of listening. Some purposes of listening are: to obtain information and exchange ideas; understand directions or instructions; identify issues; understand others.

Purposes of speaking. Some purposes of speaking are: to express ideas; ask questions; give information; tell stories; describe and explain; respond to others both intellectually and emotionally; analyse and discuss problems.

Purposes of media works. Some purposes of media works are: to instruct, inform, persuade, influence, entertain, advertise, present opinions.

Story board. A sequenced mock-up of images and sounds used to plan a film, video, television program, or drama.

Technique. A means of producing a particular effect; for example, use of voice-over narration, animation, simulation, camera angles (high, normal, low), close-ups, zoom shots, telephoto shots, fade-in or fade-out of sound, superimposition of sounds or images, juxtaposition of sounds or images, time-lapse photography, juxtaposition of colour and black-and-white photography, live action, special effects, volume, speed, motion, flashbacks, collages, dialogue.

Types of media works. Some examples are: documentary, situation comedy, television or radio drama, news report, sports program, nature program, editorial, newspaper, magazine, brochure, interview, film, video, travelogue, television commercial, newspaper advertisement, cartoon.

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